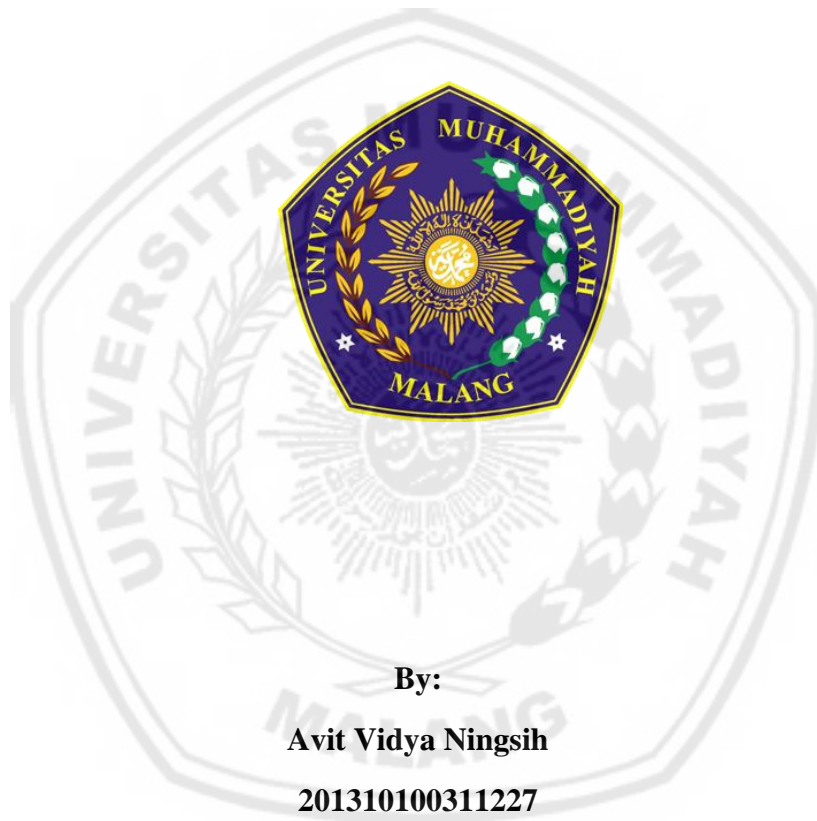


**THE EFFECTIVENESS OF AUDIO-VISUAL AID TO IMPROVE STUDENT'S
VOCABULARY MASTERY IN SMP NEGERI 1 GONDANG MOJOKERTO**

THESIS



By:

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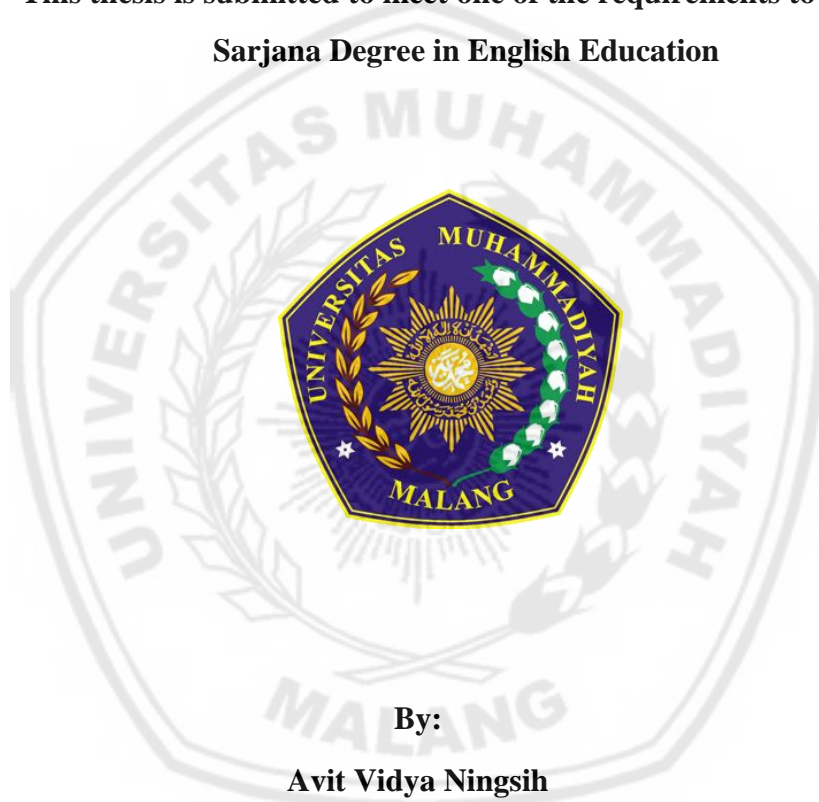
**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG**

2017

**THE EFFECTIVENESS OF AUDIO-VISUAL AID TO IMPROVE
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THESIS

**This thesis is submitted to meet one of the requirements to achieve
Sarjana Degree in English Education**



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MOTTOS

“Fa inna ma'al usri yusra, inna ma'al 'usri yusra”

So verily, with the hardship, there is relief. Verily, with the hardship there is relief.

- Q.S Al-Insyirah: 5—6 –

The positive thinker sees the invisible into visible. Believe in the marvel of God.

-Avit Vidya Ningsih-

Life was handed to us in a balance of pain, gain, and a bit of strain. So, dont tire yourself
looking for utter, whole and complete happiness all the time in vain.

-Noor Unnahar-

DEDICATIONS

This thesis is enthusiastically dedicated to:

My one and only adorable mom, Nursih

My gorgeous dad, Misnan

My superb sister Ana Dwi Putri Aprilia

AUTHOR'S DECLARATION OF ORIGINALITY

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I hereby declare that the intellectual content of this thesis is product of my own work and has not been submitted to any other University or Institution.

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ABSTRACT

The aim of this study was to find out the effectiveness of audio-visual aid could improve student's vocabulary mastery or not. The subjects analyzed in this research were the eight grade students of SMP Negeri 1 Gondang Mojokerto. The experimental group was VIII-B while the control group was VIII-A.

The research design in this study was quantitative. This study employed quasi pre-test post-test design to examine if there were different scores between the experimental group using audio-visual and control group without using audio-visual. In this study the instruments used were a vocabulary test; pre-test and post-test. The pre-test was given to all of eight grades to know which classes had almost similar level of ability. After the pre-test was given to both groups, then the experimental group was treated or taught by using audio-visual, while the control group was not treated by using audio-visual. Then, the post-test was also given to both experimental and control group. The researcher used independent sample t-test to know the significant difference between the post test score of the experimental and control group. The process of t-test was counted using computer SPSS 21 version.

The result of this study was shown that using audio-visual aids effective to improve students' vocabulary mastery due to the score of post-test score in experimental group 95.3125 was higher than the control group 89.0625. Accordingly, related to the result of this experimental research, the researcher concludes that audio-visual can improve students' vocabulary mastery of the eight grade students of junior high school.

Keywords: *Audio-visual Aids, Effectiveness, Vocabulary*

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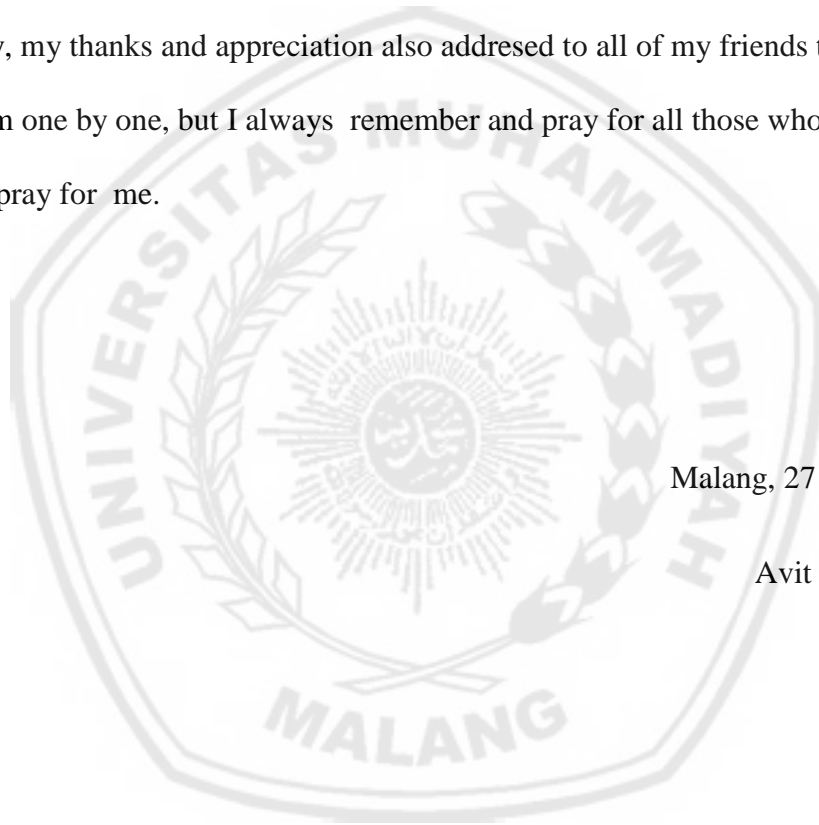
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Malang, 27 October 2017

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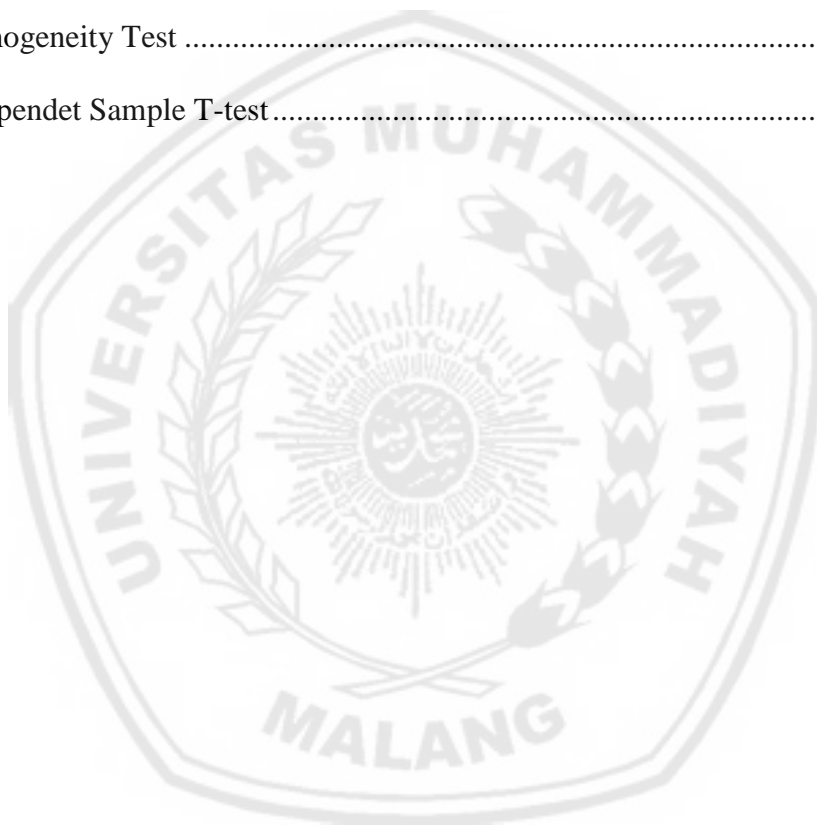
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